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THE

PROGRESS OF

THE

ARTS AND

MANUFACTURES

IN

THE

UNITED STATES

OF AMERICA

FROM 1790 TO 1860

BY

JOHN R. HARRIS

OF THE

AMERICAN ANTHROPOLOGICAL ARCHIVES

NEW YORK

1860



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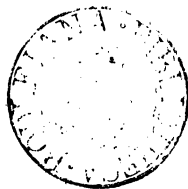


THE RUDIMENTS
OF
ENGLISH GRAMMAR.



THE RUDIMENTS
OF
ENGLISH GRAMMAR
AND ANALYSIS.

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P R E F A C E.



THE Author has frequently had occasion to notice that the chief difficulty felt by young boys on commencing the study of any language more highly inflected than their own, such as French, German, Latin, or Greek, is ignorance of the English forms corresponding with the inflections in those languages.

The object of this little book is to familiarize the young student with the technical forms required in studying a foreign tongue.

At the same time the book may be conveniently used by those whose linguistic studies are not to extend beyond their native English. The Author believes that English parsing, if taught upon the system adopted in learning Latin and Greek, involves mental discipline of

a sound and useful character; although he is aware that many intelligent and experienced teachers prefer to treat English as a purely uninflected language, with a grammatical organism almost rivalling in simplicity that of the Chinese.

A very brief Syntax is appended, chiefly for the purpose of illustrating those constructions with which every classical student must of necessity become familiar.

The short outline of Analysis supplies the means of dealing with the logical structure of a sentence.

VICTORIA PARK SCHOOL,
MANCHESTER.

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ENGLISH GRAMMAR.

1. A LANGUAGE consists of *Letters, Syllables, Words, and Sentences.*

The explanation of these elements is called the GRAMMAR of a language.

PART I.—ACCIDENCE

LETTERS.

2. *Letters* are signs used in writing and printing to represent the sounds in a spoken language.

A collection of the letters used in any language is called an *Alphabet.*

3. The Alphabet of the English language contains the following letters:—

1. *Vowels.*

a, e, i, o, u, w, y.

2. *Liquids.*

l, m, n, r.

3. *Mutes.**Lip-letters* or *Labials*: p, b, f, v.*Tooth-letters* or *Dentals*: t, d.*Throat-letters* or *Gutturals*: k, q, c (cat), g (go).4. *Sibilants.*

s, z, j, c (city), g (gem).

5. *Double letter.*

x (= cs, ks, or gs).

6. *Aspirate.*

h.

The Liquids, Mutes, and Sibilants are often called *Consonants*.

4. Two vowels are sometimes sounded together, as *ei*, *oi*, *eu*, *ou*, often written *ey*, *oy*, *ew*, *ow*. These are *Diphthongs*.

5. When two or more vowels are written together and only *one* is sounded, they are *False* or *Improper Diphthongs*: *key* (*ke*), *vein* (*vane*), *sew* (*so*), *low* (*lo*), *said* (*sed*), *build* (*bild*).

SYLLABLES.

6. A vowel with one or more consonants, or a vowel alone, forms a *Syllable*: *mon-u-ment-al*.

WORDS.

7. If a single syllable, or a combination of two or more syllables, has a distinct independent meaning, it forms a *Word*: *I*, *strength*, *holiday*.

8. A word consisting of one syllable is a *monosyllable* (*man*); of two syllables, a *disyllable* (*manly*); of three syllables, a *trisyllable* (*unmanly*); of more than three, a *polysyllable* (*hippopotamus*).

9. Any addition to a word, if placed at the beginning, is called a *Prefix* (*a*-live, *be*-friend); if placed at the end, a *Suffix* (*heal*-th, *friend*-ly): *a*- and *be*- are Prefixes, *-th* and *-ly* Suffixes.

COMPOUNDS.

10. One word is often prefixed to another to limit its meaning: *deer-hound*, a hound for deer; *sea-green*, green like the sea; *walking-stick*, a stick for walking. These are termed *Compounds*.

Occasionally the limiting term is placed after the word: *court-martial*, *son-in-law*.

DERIVATION.

11. If a Prefix or Suffix has no independent meaning, the word is said to be *derived*: thus

weigh-t is derived from *weigh* and *hunt-er* from *hunt*, because *t* and *er* have no independent meaning.

A word is also said to be derived when its *form is changed* and nothing is added: thus *dike* and *ditch* are derived from *dig*, *tip* from *top*, and *wrench* from *wring*.

INFLEXION.

12. Words are frequently changed in form to show some variation in their meaning: thus *ox* means one ox, *ox-en* more than one; I *sing* (now), I *sang* (then); *lion* (a male), *lion-ess* (a female).

Words so changed are said to be *inflected*, and the changes are called *inflexions*.

PARTS OF SPEECH.

13. Words are arranged in different classes according to their meanings: *e.g.* *book*, the *name* of something; *read*, *doing* something; *bright*, *describing* something.

These classes of words are usually known as *Parts of Speech*.

14. The names of the Parts of Speech are *Noun*, *Adjective*, *Pronoun*, *Verb*, *Adverb*, *Preposition*, *Conjunction*, *Interjection*.

NOUNS.

15. The *names* of things, persons, or places are called *Nouns*: *knife*, *Romulus*, *Manchester*.

16. To distinguish particular places or persons we require particular names, *i.e.* names that shall mark those persons or places and no others, as *Scotland*, *Rome*, *Nelson*, *Nile*.

Names peculiar to certain places or persons are called *Proper Nouns*.

17. When there are several objects of the same kind, each is known by the same name: *horse*, *flower*, *field*.

Names common to many objects of the same kind are termed *Common Nouns*.

18. Every object possesses certain qualities. A star may be *bright* and *distant*, a horse *swift* and *strong*. We can separate or draw off these qualities, and consider them apart from the object, *brightness*, *distance*, *swiftness*, *strength*.

The names of the qualities so *drawn off* are termed *Abstract Nouns*.

19. A number of individuals may be grouped together and called by a single name. Thus the ministers of religion may be called the *Clergy*, the soldiers of a nation the *Army*.

If we speak of these individuals collectively, *i.e.* as a single body, the noun is called a *Collective Noun*, and is *singular* in meaning: 'The regiment *was* disbanded.'

If we view them separately, it is a Noun of *Multitude*, and is *plural* in meaning: 'The clergy *were* unanimous in defending their persecuted brethren.'

20. Nouns are often inflected, *i.e.* undergo some change to express *Gender*, *Number*, and *Case*.

GENDER.

21. The word *Gender* (Latin *genus*) means *kind* or *class*, and nouns are divided into the following classes or genders:—

- a. The names of *males* are of the *Masculine* gender: *brother, king, bull*.
- b. The names of *females* are of the *Feminine* gender: *sister, queen, cow*.
- c. When the *same* name is applied to the male and the female, the noun is of the *Common* gender: *child, cousin, parent*.
- d. The names of things that are *neither* male nor female are of the *Neuter* gender.

22. Nouns of the Neuter Gender remain unchanged; but there are *six* ways of distinguishing the Masculine from the Feminine.

I.

23. *By a different name for each class.*

M.	F.	M.	F.
bachelor	maid, spinster	lord	lady
boar	sow	male	female
boy	girl	mallard	wild duck
brother	sister	man	woman
buck	doe	monk	nun
bull	cow	nephew	niece
cock	hen	papa	mamma
colt	filly	ram	ewe
dog	bitch	sir	madam
drake	duck	sire	dam
earl	countess	son	daughter
father	mother	stag	hind
friar	sister	stallion	mare
gentleman	lady	steer	heifer
hart	roe	tailor	seamstress
husband	wife	tutor	governess
king	queen	uncle	aunt

II.

24. *Compounds.*

M.	F.
father-in-law	mother-in-law
son-in-law	daughter-in-law
brother-in-law	sister-in-law
foster-father	foster-mother
foster-son	foster-daughter
gentle-man	gentle-woman
god-father	god-mother

M.

god-son
 grand-duke
 grand-father
 gaffer
 grand-son
 half-brother
 mer-man
 moor-cock
 land-lord
 pea-cock
 school-master
 step-father
 step-son
 turkey-cock

F.

god-daughter
 grand-duchess
 grand-mother
 gammer
 grand-daughter
 half-sister
 mer-maid
 moor-hen
 land-lady
 pea-hen
 school-mistress
 step-mother
 step-daughter
 turkey-hen

III.

25. *By prefixing a class-word to nouns of the Common Gender.*

M.

buck-rabbit
 bull-calf
 cock-sparrow
 he-goat
 man-servant
 man-kind

F.

doe-rabbit
 cow-calf
 hen-sparrow
 she-goat
 maid-servant
 woman-kind

IV.

26. *By suffixing a syllable to the Masculine.*

M.

author
 baron
 count

F.

author-ess
 baron-ess
 count-ess

M.

deacon
 giant
 heir

F.

deacon-ess
 giant-ess
 heir-ess

M.	F.	M.	F.
hero	hero-ine	peer	peer-ess
host	host-ess	poet	poet-ess
Jew	Jew-ess	priest	priest-ess
leopard	leopard-ess	prior	prior-ess
lion	lion-ess	prophet	prophet-ess
mayor	mayor-ess	shepherd	shepherd-ess
patron	patron-ess	viscount	viscount-ess

V.

27. *By suffixing a syllable and slightly changing the Masculine.*

M.	F.	M.	F.
abbot	abb-ess	lad	la-ss
actor	actr-ess	marquis	marchion-ess
benefactor	benefactr-ess	master	mistr-ess
conductor	conductr-ess	negro	negr-ess
duke	duch-ess	ogre	ogr-ess
enchanter	enchantr-ess	porter	portr-ess
fox	vix-en	prince	princ-ess
hunter	huntr-ess	songster	songstr-ess
idolater	idolatr-ess	tiger	tigr-ess

VI.

28. *By a suffix for both Masculine and Feminine.*

M.	F.	M.	F.
adulter-er	adulter-ess	govern-or	govern-ess
emper-or	empr-ess	sorcer-er	sorcer-ess

29. The following are foreign words sometimes used by Englishmen:—

M.	F.	M.	F.
beau	belle	landgrave	landgravine
czar	czarina	margrave	margravine
don	donna	monsieur	madame
executor	executrix	signor	signora
infante	infanta	sultan	sultana

30. The usual feminine suffix is *-ess*, but proper names of women are sometimes formed by adding *-ine* to the Masculine: *Paul, Pauline*; *Joseph, Josephine*; *Victor, Victorine*, &c. The suffix is found in the Common noun *heroine*.

31. The words *widow-er*, *bride-groom*, *wiz-ard*, and *gand-er* are peculiar, being Masculines formed from the Feminine: *widow*, *bride*, *witch*, and *goose*.

32. In poetry we often speak of things without life or sex, as if they were living creatures:—

“She walks the waters like a thing of life,
And seems to dare the elements to strife,”

spoken of a *ship*. This is called *personification*.

NUMBER.

33. When a single object is named, the noun is of the *Singular* number : *sparrow*, *mouse*.

When two or more objects of the same kind are named, the noun is of the *Plural* number : *sparrows*, *mice*.

34. The Plural is usually expressed by adding *s* to the Singular : *sparrow*, *sparrow-s*.

35. The nouns *knife*, *life*, and *wife* change *f* into *v* in the Plural : *knive-s*, *live-s*, *wive-s*.

The following nouns, *calf*, *elf*, *half*, *leaf*, *loaf*, *self*, *sheaf*, *shelf*, *staff*, *thief*, *wharf*, and *wolf*, change *f* into *v* and add *es*, but only *s* is sounded : *calv-es*, *elv-es*, *halv-es*, &c.

36. Nouns ending in *y* preceded by a consonant or *u* change *y* into *ie* : *lady*, *ladie-s* ; *soliloquy*, *soliloquie-s*.

37. The following nouns, of foreign origin, ending in *o*, change *o* into *oe* : *buffaloe-s*, *calicoe-s*, *cargoe-s*, *dominoe-s*, *echoe-s*, *flamingoe-s*, *heroe-s*, *manifestoe-s*, *mottoe-s*, *mulattoe-s*, *negroe-s*, *potatoe-s*, *tornadoe-s*, *volcanoe-s*.

38. When the noun ends in a Sibilant, or hissing sound, such as *s*, *z*, *x*, *sh*, *ch*, or *g*, the Plural is formed by adding *es* : *loss-es*, *priz-es*, *box-es*, *fish-es*, *church-es*, *judg-es*.

39. The following form the Plural by changing the root-vowel : *foot*, *feet* ; *goose*, *geese* ; *louse*,

lice ; man, men ; mouse, mice ; tooth, teeth ; woman, women.

40. The old Plural suffix *en* is still found in *ox-en, brethr-en, childr-en, and ki-ne.*

41. A few nouns have the same form for the Singular and the Plural: *brace, deer, grouse, heathen, salmon, series, sheep, swine, trout.*

42. Certain nouns that are singular in their nature have no plurals.

(1) Proper names: *Milton, Manchester, Snowdon.*

Exception (a). When the names are used to represent the class to which they belong: '*Neros and Catilines* are found in every country and in every age.'

Exception (b). When there are several of the same name: '*The twelve Cæsars,*' '*The two Scipios.*'

(2) Abstract nouns: *justice, purity, temperance.*

(3) Collective nouns: *cavalry, infantry, yeomanry.*

(4) Names of metals: *gold, silver, iron, lead, tin, &c.*

(5) Names of materials and things that are weighed or measured: *leather, ivory, milk, wheat, sugar, &c.*

Exception. When different qualities of the

article are specified : *teas, brandies, wines, sugars, &c.*

(6) Names of certain arts and sciences :
astronomy, heraldry, music, algebra, &c.

43. The following have no Singular :—

aborigines	credentials	news	spectacles
amends	draughts	nuptials	thanks
annals	drawers	oats	tidings
antipodes	dregs	obsequies	tongs
archives	entrails	odds	trappings
assets	filings	pincers	trousers
banns	hustings	pliers	tweezers
bellows	ides	premises	vespers
billiards	lees	scissors	victuals
bowels	matins	shears	vitals
calends	measles	snuffers	wages

44. To these may be added the names of certain sciences which are plural in form though singular in meaning: *politics, ethics, optics, statistics, mechanics, &c.* They are words of Greek origin.

45. A few Nouns have two forms of the plural, with different meanings :—

brother	<i>brothers</i> (of one family)	<i>brethren</i> (of one society)
cloth	<i>cloths</i> (kinds of cloth)	<i>clothes</i> (garment)
die	<i>dies</i> (for stamping)	<i>dice</i> (for play)
genius	<i>geniuses</i> (men of talent)	<i>genii</i> (spirits)
index	<i>indexes</i> (of books)	<i>indices</i> (algebraic signs)
pea	<i>peas</i> (seeds)	<i>pease</i> (kind of pulse)
penny	<i>pennies</i> (coins)	<i>pence</i> (kind of money)

46. Certain words of foreign origin keep the

plural form of the language from which they were taken :—

addendum	addenda	larva	larvae
appendix	appendices	madam	mesdames
axis	axes	medium	media
bandit	banditti	memorandum	memoranda
basis	bases	monsieur	messieurs
beau	beaux	nebula	nebulae
cherub	cherubim	oasis	oases
criterion	criteria	parenthesis	parentheses
datum	data	phasis	phases
desideratum	desiderata	phænomenon	phænomena
dictum	dicta	radius	radii
effluvium	effluvia	seraph	seraphim
ellipsis	ellipses	species	species
erratum	errata	stratum	strata
formula	formulae	terminus	termini
fulcrum	fulcra	thesis	theses
genus	genera	tumulus	tumuli
hypothesis	hypotheses	vertex	vertices

47. Compounds, such as *father-in-law*, consisting of a noun and certain attributive words, usually attach the plural suffix to the noun: *sons-in-law*, *daughters-in-law*, &c.

CASE.

48. The *Case* of a noun means the relation in which the noun stands to other words in the sentence.

In the sentence 'Cats eat mice,' the action (eating) proceeds *from* the cats, and is directed *to* the mice. The nouns *cats* and *mice* stand in

different relations to the verb *eat*, and are therefore in different *cases*.

49. Case, in English, is sometimes marked by a suffix, as 'The *bird's* song;' sometimes by a preposition, as 'The song *of the bird*;' and sometimes the noun remains unchanged, as 'The *bird* sings,' 'I caught the *bird*.'

50. The Cases usually required in explaining the structure of English sentences are the *Nominative*, *Accusative*, *Genitive*, *Dative*, and *Vocative*.

Nominative.

51. The Nominative Case shows the *source of an action*, *i.e.* where the action proceeds from: 'The *boy* reads,' 'The *star* shines:' the 'reading' comes *from* the boy; the 'shining' comes *from* the star.

The Nominative is often called the *subject* of the verb.

Accusative.

52. The Accusative Case marks the object to which the action is directed: 'The boy strikes the *ball*,' 'The sun warms the *earth*;' the 'striking' is directed *to* the ball; the 'warming' is directed *to* the earth.

The Accusative is often called the *object* of the verb, and the *Objective* case.

Genitive.

53. The Genitive Case shows the object from which some *thing* proceeds: 'The *sun's* heat,' 'The *light of the moon*;' the 'heat' proceeds *from* the sun, the 'light' proceeds *from* the moon.

The person *from* whom anything is obtained is always the holder, and often the owner, of the thing. Hence this Case is frequently called the *Possessive*.

54. There are two ways of expressing the Genitive Case, one by the preposition *of*, and the other by the suffix *-s*, separated by an apostrophe (*'*); 'The heat *of the sun*,' 'The *sun's* heat.'

When the Plural ends in *s*, the apostrophe only is written; 'The *birds'* nests.'

55. When a noun ends in a sibilant, the usual suffix is *written*, but *es* is *sounded*. 'The *fish's* scales,' pronounced *fish-es*.

In words of more than one syllable ending in a sibilant the suffix is frequently omitted and the apostrophe retained: 'Achilles' wrath,' 'Peleus' son.'

Dative.

56. The Dative Case shows the person *to* whom something is told or given, or *for* whom some action is performed: 'He told *them* the

truth,' 'Give *me* the dagger,' 'I wrote *him* a letter,' 'We sent *her* the book.'

Vocative.

57. When we address a person, we sometimes name the person addressed : '*Macbeth, Macbeth, Macbeth*, be bloody, bold, and resolute.'

A noun so employed is in the Vocative Case.

DECLENSION.

58. To *decline* a noun is to give the Cases of the noun in the Singular and Plural.

A noun so written is called a *Declension*.

Examples.

	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	man	men	child	children	king	kings
<i>Voc.</i>	man!	men!	child!	children!	king!	kings!
<i>Acc.</i>	man	men	child	children	king	kings
<i>Gen.</i>	man's	men's	child's	children's	king's	kings'
<i>Dat.</i>	man	men	child	children	king	kings

	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	fox	foxes	son-in-law	sons-in-law
<i>Voc.</i>	fox!	foxes!	son-in-law!	sons-in-law!
<i>Acc.</i>	fox	foxes	son-in-law	sons-in-law
<i>Gen.</i>	fox's	foxes'	son-in-law's	(of sons-in-law)
<i>Dat.</i>	fox	foxes	son-in-law	sons-in-law

	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	The <i>boy</i> reads	The <i>boys</i> read
<i>Voc.</i>	<i>Boy</i> , read!	<i>Boys</i> , read!
<i>Acc.</i>	He taught the <i>boy</i>	He taught the <i>boys</i>
<i>Gen.</i>	The <i>boy's</i> book	The <i>boys'</i> books
<i>Dat.</i>	Give the <i>boy</i> his book	Give the <i>boys</i> their books

DIMINUTIVES.

59. Diminutives are words with a suffix meaning 'little.' They denote not only smallness, but tenderness, affection, pity, or contempt: *hill-ock*, little hill; *kitt-en*, little cat; *dar-ling*, little dear; *man-ikin*, little man, &c.

60. Sometimes the addition of the suffix causes a change in the root-vowel: *cock*, *chick-en*; *cat*, *kitt-en*; *goose*, *gos-ling*. When the root is thus changed, the suffix is frequently omitted: *cock*, *chick*; *goat*, *kid*; *top*, *tip*.

61. The following are diminutival suffixes:

I. Simple.

-ock, *hill-ock*, *bull-ock*, *padd-ock*.
 -ow, *mead-ow*, *holl-ow*, *shad-ow*.
 -en, *maid-en*, *chick-en*, *kitt-en*.
 -er, *splint-er*, *whisp-er*, *dagg-er*.
 -el, *shov-el*, *scalp-el*, *satch-el*.
 -et, *lock-et*, *pock-et*, *lanc-et*.
 -ing, *farth-ing*, *whit-ing*, *bunt-ing*.

II. Compound.

-ikin or -kin (-ock + en), *man-ikin*, *lamb-kin*.
 -icle, -icule, -cule (-ock + el), *part-icle*, *ret-icule*.
 -erel (-er + -el), *cock-erel*, *puck-rel* (little imp).
 -let (-el + et), *stream-let*, *ham-let*.
 -ling (-el + ing), *duck-ling*, *gos-ling*.

AUGMENTATIVES.

62. Augmentatives are words formed by the

addition of a suffix that strengthens the meaning of the original word :

-ard, *drunk-ard, lagg-ard, slugg-ard.*
-oon, *ball-oon, cart-oon, sal-oon.*

ADJECTIVE.

63. Adjectives are words used to describe nouns : *bright stars, honest men, three ships, all nations.*

64. Adjectives may be classed as—

- a. Demonstrative*, pointing out particular nouns : *this pen, that book, the house, yonder tree.*
- b. Numeral*, showing *how many* objects are named, or *in what order* : *three days, the third day.*
- c. Adjectives of quantity*, showing *how much* of an object is named : *some people, all men, few persons.*
- d. Adjectives of quality*, showing *what kind* of object is named : *brave soldiers, wise rulers, blue skies.*

65. Adjectives in English generally undergo no change to express gender, number, or case. As they are always of the same gender, number, and case as the nouns they describe, such changes are unnecessary.

COMPARISON.

I. *Degrees of Increase.*

66. The simple adjective is said to be of the *Positive* degree : *green* lizards, *venomous* snakes.

Comparative.

67. When *two* objects, or sets of objects, are compared, and one is said to have more of a certain quality than the other, the suffix *-er* is added to the adjective : 'The hare is *swift-er* than the tortoise,' 'The eagle is *strong-er* than the hawk.'

Adjectives so changed are of the *Comparative* degree.

68. An object may be compared with *itself* under different circumstances : 'The wind is *colder* to-day than it was yesterday,' 'The garden is *brighter* in June than in January.'

Superlative.

69. When *more than two* objects are compared, and one is said to possess more of a certain quality than all the rest, the suffix *-est* is added to the adjective : 'The wren is the *small-est* of English birds,' 'Snowdon is the *high-est* mountain in Wales.'

Adjectives so changed are of the *Superlative* degree.

70. If the adjective end in *e*, the *e* is dropped when the suffix is added : *safe, saf-er, saf-est*.

If it end in *y* preceded by a consonant, the *y* is changed into *i* : *holy, holi-er, holi-est*.

If it is a monosyllable ending in a single consonant preceded by a single vowel, the consonant is doubled : *thin, thinn-er, thinn-est*.

If it end in *le*, a contraction takes place : *noble, (noble-er) nobl-er, (noble-est) nobl-est*.

71. Adjectives of more than two syllables, and many disyllables, express the Comparative and Superlative by the adverbs *more* and *most* placed before the Positive : 'more frightful,' 'more beautiful,' 'most frightful,' 'most beautiful.'

II. *Degrees of Diminution.*

72. When one object is said to have *less* of a certain quality than another, or *least* of more than two, no suffix is added, but the adverbs *less* and *least* are placed before the Positive : 'The moon is *less brilliant* than the sun,' 'Of all his tales this is the *least interesting*.'

This is the *Comparative and Superlative of Diminution*.

73. Certain adjectives from their nature do

not admit of increase or diminution, and have therefore no degrees of comparison : *daily, dead, third, almighty, &c.*

74. The following are irregular in their mode of expressing comparison :—

bad	worse	worst
far	farther	farthest
(forth)	further	furthest
fore	former	foremost, first
good	better	best
hind	hinder	hindmost
(in)	inner	inmost, innermost
late	latter, later	last, latest
little	less	least
much	more	most (sing.)
many	more	most (plur.)
(neath)	nether	nethermost
nigh	nigher	nighest, next
old	older, elder	oldest, eldest
out	outer, utter	outmost, utmost, uttermost
up	upper	upmost, uppermost

NUMERALS.

75. *Cardinal* numerals show *how many* objects are named : *two* bats, *three* balls.

They are adjectives, but are sometimes employed as nouns : *twos, threes, hundreds, thousands.*

76. *Ordinal* numerals show *in what order* objects are arranged : 'The *first* prize,' 'The *second* day.'

They are adjectives, but are sometimes used as nouns to express fractional parts: 'two thirds,' 'three fourths.'

77. *Distributive* numerals signify *how many at a time*. They are expressed in English by the following phrases: 'by twos,' 'two and two,' 'two each,' 'two apiece,' 'two at a time.'

78. *Multipliers* signify *how many times* an object is increased. They are expressed either by the Cardinals with the suffix *-fold*, *two-fold*, *three-fold*, &c.; or by words of Latin origin, *single*, *double*, *treble*, &c.

79. The Cardinal Adverbs *once*, *twice*, *thrice*, show *how often* an action is repeated; and the Ordinal Adverbs, *first*, *secondly*, *thirdly*, show *in what order* certain facts are treated.

80. A modified form of the numeral *one* (*an*, *a*) is used to denote a single object indefinitely: *an* adder, *an* hour, *a* fox. The *n* is omitted before words beginning with a consonant, the aspirate, *w*, and *y*: *a* dog, *a* hare, *a* wolf, *a* year.

This is usually called the *Indefinite Article*.

PRONOUN.

81. We often use short words to represent the name of something or somebody already mentioned: 'When Lilian saw *her* brother, *she*

told *him* that *she* had received *his* letter, but was unable to answer *it*.' Here *her* is used for *Lilian's*, *she* for *Lilian*, *him* for *brother*, *his* for *brother's*, *it* for *letter*.

Short words used instead of nouns are *Pronouns*.

82. Pronouns represent not only the names of things, persons, or places, but sometimes a *phrase* or *sentence* :

This is servitude
[To serve th' unwise, or him who hath rebelled
Against his worthier].

I know *that* [there are witches].

83. Many Pronouns are used also as Adjectives, and are then called *Pronominal Adjectives*: 'this book,' 'those flowers,' 'each day,' 'which road.'

84. Pronouns may be divided into the following classes :—

Personal	Interrogative	Distributive
Demonstrative	Possessive	Reciprocal
Relative	Indefinite	Reflective.

Personal.

85. The little words that represent the *person speaking* and the *person spoken to* are called *Personal Pronouns*. They are *I* and *Thou*.

86. The person speaking is called the *First Person*; the person spoken to, the *Second Person*; and all other persons or things are called the *Third Person*.

87. The Personal Pronouns are thus declined:

<i>First Person.</i>			<i>Second Person.</i>	
	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	I	we	thou	ye (you)
<i>Voc.</i>	—	—	thou	ye (you)
<i>Acc.</i>	me	us	thee	you
<i>Gen.</i>	mine, my	ours, our	thine, thy	yours, your
<i>Dat.</i>	me	us	thee	you.

The Singular number of the Second Personal Pronoun and the Plural form *ye* are now used only in poetry and in the language of devotion. The Plural forms *you*, *your*, *yours*, are employed for both the Singular and the Plural.

Demonstrative.

88. Demonstrative Pronouns *point out* certain objects to be distinguished from others of the same kind: *this* book, *that* horse, *yon* moon, *the* victory.

89. The Demonstrative Pronouns are *this*, *that*, *the*, *he*, *she*, *it*, *they*, *yon* or *yonder*, and *such*.

The, *yon*, and *yonder* are Pronominal Adjectives. They have therefore no variations of form to mark gender, number, or case.

The is often called the *Definite Article*.

90. *He, she, it, they* are pure Pronouns, *i.e.* they always represent some noun. They are thus declined :

	<i>Sing.</i>			<i>Plur.</i>
	<i>M.</i>	<i>F.</i>	<i>N.</i>	
<i>Nom.</i>	he	she	it	they
<i>Voc.</i>	—	—	—	—
<i>Acc.</i>	him	her	it	them
<i>Gen.</i>	his	her, hers	its	their, theirs
<i>Dat.</i>	him	her	it	them.

This is frequently called the *Third Personal Pronoun*.

91. *This* and *that* are sometimes adjectives, and sometimes pure pronouns. They have no variations of case or gender, but are distinguished only in number :

Sing. this, *Plur.* these; *Sing.* that, *Plur.* those.

This points out an object near the speaker; *that* a distant object. When two objects have been mentioned, *this* represents the latter; *that* the former.

Possessive.

92. Of the double forms of the Genitive, *my, mine*; *our, ours*; *thy, thine*; *your, yours*; *her, hers*; *their, theirs*, the longer form is used when the noun upon which it is dependent is omitted; the shorter form when it is expressed.

These short forms are commonly known as *Possessive Pronouns*.

Relative.

93. When a noun is represented by a Pronoun in a separate explanatory clause, the Pronoun is called a *Relative*, and the Noun represented by the Pronoun is termed the *Antecedent* :

“ The *bird that* soars on highest wing
Builds on the ground her lowly nest.”

Bird is the Antecedent, *that* the Relative.

94. The Relative Pronouns are *who*, *which*, *that*, *as*, and *what*.

Who is used to represent persons.

Which represents animals and things without life.

That represents persons, animals, and things without life.

As is used only when the Antecedent is *same* or *such*.

What is used when the Antecedent is omitted :
‘ We shall be *what* you will make us.’

95. *Who* has no variation to mark *number*, and is thus declined :

Singular and Plural.

Nom. who, *Acc.* whom, *Gen.* whose, *Dat.* whom.

The other Relatives are indeclinable.

Interrogative.

96. When *who*, *which*, and *what* are employed in asking questions, they are called *Interrogative Pronouns*: Who is it? Which is it? What is it?

Indefinite.

97. An *Indefinite Pronoun* represents a common noun without specifying any particular individual of the class. In the sentence '*Any* day will suit me,' *any* stands for one of a certain class, but *which* one is left uncertain.

98. The following are *Indefinite Pronouns*: *one, any, other, another, some, whoever, whichever, whatever.*

Distributive.

99. A *Distributive Pronoun* represents a common noun, and at the same time, though singular in form, implies *more than one* individual of the class. Thus *each* means every individual of a certain class considered separately.

The *Distributive Pronouns* are *each, every, either, neither.*

Reciprocal.

100. When two people do the same thing to each other, the action is said to be *Reciprocal*.

This is often expressed by the pronominal phrases 'each other,' 'one another.' The former is used when *two* objects are mentioned; the latter, when *more than two* are concerned: 'Righteousness and peace have kissed *each other*,' 'Little children, love *one another*.'

Reflective.

101. When a person does something to himself, the action is said to be *reflective*. The word *self* is often suffixed to the Pronoun representing the agent, and has been called a *Reflective Pronoun*.

The following are reflective forms: *myself*, *ourselves*, *thyselves*, *yourselves* (sing.), *yourselves* (plur.), *himself*, *herself*, *itself*, *themselves*.

VERB.

102. *Verb* is the grammatical name for an *action*, *i.e.* doing something: *break*, *read*, *run*, *sleep*, *live*.

103. When the action is directed to some object, as 'He breaks the *window*,' 'He reads the *book*,' the verb is called *Transitive*. When the verb has no object, as 'He runs,' 'He sleeps,' 'He lives,' it is *Intransitive*.

VOICE.

104. There are two forms of the verb, usually called the *Active Voice* and the *Passive Voice*.

In the *Active*, the subject is the doer, or source of the action : 'The boy runs,' 'The cat kills the mouse,' 'Fire burns.'

105. Sometimes the action and its object are known, but the doer is unknown. In such cases the object is made the subject, and the action is expressed by the verb *be* and the *Perfect Participle* : 'The mouse is killed.'

This form of words is called the *Passive Voice*.

106. As the object of the *Active* becomes the subject of the *Passive*, none but *Transitive* verbs can have a *Passive Voice*.

Active and *Passive* verbs do not differ in meaning ; the only difference is in the *form of expression*.

MOOD.

107. The manner or *mode* (Latin *modus*) in which we speak of an action is called the *Mood* of the verb.

Indicative.

108. We may simply assert that an action has, or has not, been performed ; or we may ask

whether it has been performed: 'He is writing,' 'He is not writing,' 'Is he writing?'

This mode of speaking of an action is called the *Indicative Mood*.

Imperative.

109. We may *order* or direct an action to be performed: 'Give me the pen,' 'Thou shalt love thy neighbour as thyself.'

This mode of speaking is the *Imperative Mood*.

Subjunctive.

110. We may speak of an action as *uncertain*, *i.e.* we do not know whether it will, or will not, take place: 'I will come, if I *receive* a letter.'

These uncertain statements are always *subjoined* to, or connected with, some positive assertion; hence this mode of speaking of an action is called the subjoined, or *Subjunctive Mood*.

Infinitive.

111. We may speak of an action without mentioning the *person* who performs it, or the *time* when it is performed: '*To sleep* was impossible,' 'Learn *to labour* and *to wait*.'

This is the *Infinitive Mood*.

112. The Infinitive is in reality a *verbal noun*, and in English is always the subject or object of a verb. Thus, in the sentence 'To sleep was impossible,' *to sleep* is the subject of 'was': in 'Learn to labour and to wait,' *to labour* and *to wait* are the objects of 'learn.'

113. The Infinitive is always preceded by *to* except when it is the object of the following verbs:—

bid	do	hear	may	see
can	feel	let	must	shall
dare	have	make	need	will

TENSE.

114. The *time* when an action is performed is called *Tense*—a corruption of the Latin word *tempus*, 'time.'

115. As every action must take place at one of the three divisions of time, there are naturally *three* Tenses to every verb, the *Present*, the *Past*, and the *Future*.

Indefinite.

116. An action mentioned simply as present, past, or future, is said to be *Indefinite*.

<i>Present Indefinite,</i>	I write.
<i>Past Indefinite,</i>	I wrote.
<i>Future Indefinite,</i>	I shall write.

Imperfect.

117. An action mentioned as unfinished or incomplete is said to be *Imperfect*.

<i>Present Imperfect,</i>	I am writing.
<i>Past Imperfect,</i>	I was writing.
<i>Future Imperfect,</i>	I shall be writing.

Perfect.

118. An action mentioned as finished or complete is said to be *Perfect*.

<i>Present Perfect,</i>	I have written.
<i>Past Perfect,</i>	I had written.
<i>Future Perfect,</i>	I shall have written.

Intentional.

119. An action mentioned as intended to be performed is said to be *Intentional*.

<i>Present Intentional,</i>	I am going to write.
<i>Past Intentional,</i>	I was going to write.
<i>Future Intentional,</i>	I shall be going to write.

TABLE OF TENSES.

120.

I. *Present.*

<i>Present Indefinite,</i>	I write.
<i>Present Imperfect,</i>	I am writing.
<i>Present Perfect,</i>	I have written.
<i>Present Intentional,</i>	I am going to write.

D

II. *Past.*

<i>Past Indefinite,</i>	I wrote.
<i>Past Imperfect,</i>	I was writing.
<i>Past Perfect,</i>	I had written.
<i>Past Intentional,</i>	I was going to write.

III. *Future.*

<i>Future Indefinite,</i>	I shall write.
<i>Future Imperfect,</i>	I shall be writing.
<i>Future Perfect,</i>	I shall have written.
<i>Future Intentional,</i>	I shall be going to write.

121. The Infinitive, being a noun, does not indicate *time*, but has variations of form to show whether the action is indefinite, unfinished, finished, or intended.

<i>Indefinite,</i>	To write.
<i>Imperfect,</i>	To be writing.
<i>Perfect,</i>	To have written.
<i>Intentional,</i>	To be going to write.

122. The only tense formed by inflexion, *i.e.* by a change in the word, is the Past Indefinite. It is formed as follows:—

- (1) By the suffix *-ed*, *-d*, or *-t*: *lift, lift-ed*; *hear, hear-d*; *learn, learn-t*.
- (2) By the suffix *-d* or *-t*, and a change in the root: *feel, fel-t*; *teach, taugh-t*; *seek, sough-t*; *sell, sol-d*; *will, woul-d*; *shall, shoul-d*.

- (3) By a change in the root: *rise, rose* ;
slay, slew ; *lie, lay* ; *bend, bent*.
- (4) Sometimes it remains unchanged :
spread, spread ; *shut, shut* ; *cast, cast*.

Conjugation.

123. The arrangement of verbs in classes according to the formation of their tenses is called *Conjugation*. Hence English verbs are sometimes divided into two classes or Conjugations.

- (1) The *Strong*, when the root is changed or remains unaltered in the Past Indefinite Tense.
- (2) The *Weak*, when the root is unchanged and a Suffix is added.

To *conjugate* a verb also means to mention all the variations of Mood, Tense, Number, and Person.

Number.

124. English verbs have lost the old Plural suffix, and have therefore *no* distinguishing mark of Number : *I write, they write, we write*.

The only exception is the Present Indefinite and Past Indefinite of the irregular verb *be* : *I am, we are* ; *I was, we were*.

As the verb is always of the *same* number as the subject, the suffix is unnecessary.

Person.

125. When the subject of the verb is the First Personal Pronoun, the verb is said to be in the *First Person*: I write, we write.

When the subject is the Second Personal Pronoun, the verb is in the *Second Person*: thou writest, you write.

When the subject is anything except these two pronouns, the verb is in the *Third Person*: he writes, they write.

126. There are no suffixes to distinguish the Person in the *Plural* number, or in the *First Person* of the Singular; and those of the Second and Third Persons Singular are confined to the *Indicative Mood*.

127. The Second Person Singular, which is now used only in poetry or in devotional language, has the suffix *-est*; and this is confined to the Present Indefinite and the Past Indefinite: thou *send-est*, thou *sent-est*.

In the following irregular verbs the suffix is *-st*: *can-st*, *could-st*, *do-st*, *did-st*, *ha-st*, *had-st*, *should-st*, *would-st*; and *shall*, *will*, *are*, and *was* have the suffix *-t*: *shal-t*, *wil-t*, *ar-t*, *was-t*.

128. The suffix of the Third Person Singular is *-s*, and, when the word ends in a sibilant, *-es*: he *speak-s*, he *teach-es*.

This suffix is confined to the Present Indefinite tense, and is omitted in *can*, *may*, *shall*, and *will*.

In poetry and old English it is *-eth*: he *speak-eth*. The auxiliary *do* makes *do-th*, and *have*, *ha-th*.

When the verb ends in *y* preceded by a consonant, *y* becomes *ie*: *try*, *trie-s*.

Go and *do* make *goe-s* and *doe-s*.

PARTICIPLES.

129. Participles are *adjectives formed from verbs*. They differ from ordinary adjectives in having variations of form to show whether the action is unfinished, finished, or intended:

<i>Imperfect,</i>	writing.
<i>Perfect,</i>	written.
<i>Intentional,</i>	going to write.

130. The Imperfect Participle is formed by the suffix *-ing*: *speak-ing*, *writ-ing*.

131. The Perfect Participle has (1) the suffix *-en*, (2) the suffix *-ed*, or (3) the suffix is lost.

I.

(a.) *-en* or *n*: *beat*, *beat-en*; *grow*, *grow-n*.

(b.) *-en* or *-n* and root changed; *tread*, *trodd-en*; *wear*, *wor-n*.

II.

- (a.) -ed, -d, or t: *mend-ed, call-'d, burn-t.*
 (b.) -d or -t and root changed: *tell, tol-d; bring, brough-t.*

III.

- (a.) suffix lost: *burst, come, shut, run.*
 (b.) suffix lost and root changed: *bind, bound; dig, dug; build, built; send, sent.*

GERUND.

132. The Gerund is a *verbal noun*, i.e. a noun formed from a verb. It has two forms: one with the suffix *-ing-*, *teach-ing*; the other with the Preposition *to*, *to teach*. It is thus declined:

<i>Nom.</i>	teaching.
<i>Acc.</i>	teaching.
<i>Dat.</i>	to teach.

133. The form in *-ing* may be the subject or the object of a verb: '*Reading* is pleasant' (Nom.), 'He likes *reading*' (Acc.).

The form with *to* (for) indicates a *purpose*, and is used with Intransitive and Passive verbs: 'They came *to complain*,' 'The tree was planted *to shade* the house.'

It must not be confounded with the Infinitive, which in English is always the *subject* or the *object* of a verb: '*To read* is pleasant,' 'He likes *to read*.'

AUXILIARY VERBS.

134. The tenses of the English verb, with the exception of the Present and Past Indefinite, are formed by means of *Auxiliary* verbs, *i.e.* certain verbs employed instead of suffixes to form the tenses of the regular verb.

They are *be, shall, will, have, do, and go.*

As the Auxiliary verbs are irregular in the Present and Past Indefinite, these tenses are given below.

135.

BE.

*Indicative.**Present Indefinite.**Past Indefinite.*

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
1. I am	We are	1. I was	We were
2. Thou art	You are	2. Thou wast	You were
3. He is	They are	3. He was	They were

Subjunctive.

1. I be	We be	1. I were	We were
2. Thou be	You be	2. Thou wert	You were
3. He be	They be	3. He were	They were

136.

SHALL.

1. I shall	We shall	1. I should	We should
2. Thou shalt	You shall	2. Thou shouldst	You should
3. He shall	They shall	3. He should	They should

137.

WILL.

*Present Indefinite.**Past Indefinite.*

<i>Sing.</i>	<i>Plur.</i>		<i>Sing.</i>	<i>Plur.</i>
1. I will	We will		1. I would	We would
2. Thou wilt	You will		2. Thou wouldst	You would
3. He will	They will		3. He would	They would

138.

HAVE.

1. I have	We have		1. I had	We had
2. Thou hast	You have		2. Thou hadst	You had
3. He has	They have		3. He had	They had

139.

DO.

1. I do	We do		1. I did	We did
2. Thou dost	You do		2. Thou didst	You did
3. He does	They do		3. He did	They did

140.

GO.

1. I go	We go		1. I went	We went
2. Thou goest	You go		2. Thou wentest	You went
3. He goes	They go		3. He went	They went

141. The following are also irregular :—

MAY.

1. I may	We may		1. I might	We might
2. Thou mayst	You may		2. Thou mightest	You might
3. He may	They may		3. He might	They might

142.

CAN.

1. I can	We can		1. I could	We could
2. Thou canst	You can		2. Thou couldst	You could
3. He can	They can		3. He could	They could

143. CONJUGATION OF AN ACTIVE VERB.

INDICATIVE MOOD.

I. PRESENT.

*Present Indefinite.**

<i>Sing.</i>	<i>Plur.</i>
1. I teach.	1. We teach.
2. Thou teachest.	2. You teach.
3. He teaches.	3. They teach.

Present Imperfect.

1. I am teaching.	1. We are teaching.
2. Thou art teaching.	2. You are teaching.
3. He is teaching.	3. They are teaching.

Present Perfect.

1. I have taught.	1. We have taught.
2. Thou hast taught.	2. You have taught.
3. He has taught.	3. They have taught.

Present Intentional.

1. I am going to teach.	1. We are going to teach.
2. Thou art going to teach.	2. You are going to teach.
3. He is going to teach.	3. They are going to teach.

144.

II. PAST.

*Past Indefinite.**

1. I taught.	1. We taught.
2. Thou taughtest.	2. You taught.
3. He taught.	3. They taught.

* For the Negative, Interrogative, and Emphatic forms see § 153.

<i>Sing.</i>	<i>Past Imperfect.</i>	<i>Plur.</i>
1. I was teaching.		1. We were teaching.
2. Thou wast teaching.		2. You were teaching.
3. He was teaching.		3. They were teaching.

<i>Past Perfect.</i>
1. I had taught.
2. Thou hadst taught.
3. He had taught.

1. We had taught.
2. You had taught.
3. They had taught.

<i>Past Intentional.</i>
1. I was going to teach.
2. Thou wast going to teach.
3. He was going to teach.

1. We were going to teach.
2. You were going to teach.
3. They were going to teach.

145.

III. FUTURE.

<i>Future Indefinite.</i>
1. I shall teach.
2. Thou wilt teach.
3. He will teach.

1. We shall teach.
2. You will teach.
3. They will teach.

<i>Future Imperfect.</i>
1. I shall be teaching.
2. Thou wilt be teaching.
3. He will be teaching.

1. We shall be teaching.
2. You will be teaching.
3. They will be teaching.

<i>Future Perfect.</i>
1. I shall have taught.
2. Thou wilt have taught.
3. He will have taught.

1. We shall have taught.
2. You will have taught.
3. They will have taught.

<i>Future Intentional.</i>
1. I shall be going to teach.
2. Thou wilt be going to teach.
3. He will be going to teach.

1. We shall be going to teach.
2. You will be going to teach.
3. They will be going to teach.

146. IMPERATIVE MOOD.

<i>Present.</i>	
<i>Sing.</i>	<i>Plur.</i>
2. Teach.	2. Teach.
<i>Future.</i>	
2. Thou shalt teach.	2. You shall teach.
3. He shall teach.	3. They shall teach.

147. SUBJUNCTIVE MOOD.

I. PRESENT.

Present Indefinite.

1. (If*) I teach.	1. (If) we teach.
2. (If) thou teach.	2. (If) you teach.
3. (If) he teach.	3. (If) they teach.

Present Imperfect.

1. (If) I am† teaching, &c.	1. (If) we are teaching, &c.
-----------------------------	------------------------------

Present Perfect.

1. (If) I have taught, &c.	1. (If) we have taught, &c.
----------------------------	-----------------------------

Present Intentional.

1. (If) I am going to teach, &c.	1. (If) we are going to teach, &c.
----------------------------------	------------------------------------

* The conjunction *if* is placed here to remind the learner that the clause containing the Subjunctive is always connected with some principal clause.

† The old Subjunctive *be* is rarely used in modern English.

148.

II. PAST.

Past Indefinite.

- | | | |
|-------------------|--|--------------------|
| <i>Sing.</i> | | <i>Plur.</i> |
| 1. (If) I taught. | | 1. (If) we taught. |

Past Imperfect.

- | | | |
|--------------------------|--|---------------------------|
| 1. (If) I were teaching. | | 1. (If) we were teaching. |
|--------------------------|--|---------------------------|

Past Perfect.

- | | | |
|-----------------------|--|------------------------|
| 1. (If) I had taught. | | 1. (If) we had taught. |
|-----------------------|--|------------------------|

Past Intentional.

- | | | |
|---------------------------------------|--|--|
| 1. (If) I had been going to
teach. | | 1. (If) we had been going to
teach. |
|---------------------------------------|--|--|

149.

III. FUTURE.

Future Indefinite.

- | | | |
|-------------------------|--|--------------------------|
| 1. (If) I should teach. | | 1. (If) we should teach. |
|-------------------------|--|--------------------------|

Future Imperfect.

- | | | |
|-------------------------------|--|-------------------------------------|
| 1. (If) I should be teaching. | | 1. (If) we should be teach-
ing. |
|-------------------------------|--|-------------------------------------|

Future Perfect.

- | | | |
|-------------------------------|--|-----------------------------------|
| 1. (If) I should have taught. | | 1. (If) we should have
taught. |
|-------------------------------|--|-----------------------------------|

Future Intentional.

- | | | |
|--|--|---|
| 1. (If) I should be going to
teach. | | 1. (If) we should be going
to teach. |
|--|--|---|

150. INFINITIVE MOOD.

<i>Indefinite,</i>	to teach.
<i>Imperfect,</i>	to be teaching.
<i>Perfect,</i>	to have taught.
<i>Intentional,</i>	to be going to teach.

151. PARTICIPLES.

<i>Imperfect,</i>	teaching.
<i>Perfect,</i>	having taught.
<i>Intentional,</i>	going to teach.

152. GERUND.

<i>Nom.</i>	teaching.
<i>Acc.</i>	teaching.
<i>Dat.</i>	to teach.

153. In addition to the above, peculiar forms with the auxiliary *do* are employed for the Present and Past Indefinite, when the assertion is *negative*, *interrogative*, or *emphatic*.

Negative.

<i>Present Indefinite.</i>				<i>Past Indefinite.</i>			
<i>Sing.</i>		<i>Plur.</i>		<i>Sing.</i>		<i>Plur.</i>	
1. I	do not	We	do not	1. I	did not	We	did not
teach.		teach.		teach.		teach.	
2. Thou	dost not	You	do not	2. Thou	didst not	You	did not
teach.		teach.		teach.		teach.	
3. He	does not	They	do not	3. He	did not	They	did not
teach.		teach.		teach.		teach.	

*Interrogative.**Present Indefinite.**Past Indefinite.*

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
1. Do I teach?	Do we teach?	1. Did I teach?	Did we teach?
2. Dost thou teach?	Do you teach?	2. Didst thou teach?	Did you teach?
3. Does he teach?	Do they teach?	3. Did he teach?	Did they teach?

Emphatic.

1. I <i>do</i> teach.	We <i>do</i> teach.	1. I <i>did</i> teach.	We <i>did</i> teach.
2. Thou <i>dost</i> teach.	You <i>do</i> teach.	2. Thou <i>didst</i> teach.	You <i>did</i> teach.
3. He <i>does</i> teach.	They <i>do</i> teach.	3. He <i>did</i> teach.	They <i>did</i> teach.

154. CONJUGATION OF A PASSIVE VERB.

INDICATIVE MOOD.

I. PRESENT.

Present Indefinite.

<i>Sing.</i>	<i>Plur.</i>
1. I am taught, &c.	1. We are taught, &c.

Present Imperfect.

1. I am being taught.	1. We are being taught.
-----------------------	-------------------------

Present Perfect.

1. I have been taught.	1. We have been taught.
------------------------	-------------------------

Present Intentional.

1. I am going to be taught.	1. We are going to be taught.
-----------------------------	-------------------------------

155.

II. PAST.

*Past Indefinite.**Sing.**Plur.*

1. I was taught.

| 1. We were taught.

Past Imperfect.

1. I was being taught.

| 1. We were being taught.

Past Perfect.

1. I had been taught.

| 1. We had been taught.

Past Intentional.

1. I was going to be taught.

| 1. We were going to be taught.

156.

III. FUTURE.

Future Indefinite.

1. I shall be taught.

| 1. We shall be taught.

Future Perfect.

1. I shall have been taught.

| 1. We shall have been taught.

N.B.—Imperfect and Intentional not used.

157.

IMPERATIVE MOOD.

Present.

2. Be taught.

| 2. Be taught.

Future.

2. Thou shalt be taught.

| 2. You shall be taught.

3. He shall be taught.

| 3. They shall be taught.

158. SUBJUNCTIVE MOOD.

I. PRESENT.

Present Indefinite.

- | | | |
|----------------------|--|------------------------|
| <i>Sing.</i> | | <i>Plur.</i> |
| 1. (If) I am taught. | | 1. (If) we are taught. |

Present Imperfect.

- | | | |
|----------------------------|--|------------------------------|
| 1. (If) I am being taught. | | 1. (If) we are being taught. |
|----------------------------|--|------------------------------|

Present Perfect.

- | | | |
|-----------------------------|--|------------------------------|
| 1. (If) I have been taught. | | 1. (If) we have been taught. |
|-----------------------------|--|------------------------------|

Present Intentional.

- | | | |
|-------------------------------------|--|---------------------------------------|
| 1. (If) I am going to be
taught. | | 1. (If) we are going to be
taught. |
|-------------------------------------|--|---------------------------------------|

159.

II. PAST.

Past Indefinite.

- | | | |
|------------------------|--|-------------------------|
| 1. (If) I were taught. | | 1. (If) we were taught. |
|------------------------|--|-------------------------|

Past Imperfect.

- | | | |
|------------------------------|--|-------------------------------|
| 1. (If) I were being taught. | | 1. (If) we were being taught. |
|------------------------------|--|-------------------------------|

Past Perfect.

- | | | |
|----------------------------|--|-----------------------------|
| 1. (If) I had been taught. | | 1. (If) we had been taught. |
|----------------------------|--|-----------------------------|

Past Intentional.

- | | | |
|---|--|--|
| 1. (If) I had been going to
be taught. | | 1. (If) we had been going to
be taught. |
|---|--|--|

160.

III. FUTURE.

Future Indefinite.

1. (If) I should be taught. | 1. (If) we should be taught.

Future Perfect.

1. (If) I should have been taught. | 1. (If) we should have been taught.

N.B.—Imperfect and Intentional not used.

161.

INFINITIVE MOOD.

<i>Indefinite,</i>	to be taught.*
<i>Imperfect,</i>	to be taught.
<i>Perfect,</i>	to have been taught.

162.

PARTICIPLES.

<i>Indefinite,</i>	taught.
<i>Imperfect,</i>	being taught.
<i>Perfect,</i>	having been taught.
<i>Intentional,</i>	going to be taught.

Gerund.

Nom. and Acc. being taught, *Dat.* to be taught.

163. PRINCIPAL PARTS OF STRONG VERBS.

Verbs of the Strong Conjugation (§ 123) are frequently called *Irregular*. The following

* The Indefinite implies a single act on a special occasion; the Imperfect, a continuous, repeated, or habitual action. In English we often use the same form for both.

is a list of those in common use, with their Principal Parts, *i.e.* the Present Indefinite, Past Indefinite, and Indefinite Participle.

164. (1) *Past Indefinite formed by a change in the root and a suffix.*

<i>Pres. Indef.</i>	<i>Past Indef.</i>	<i>Part.</i>
bereave	bereft	bereft, bereaved
beseech	besought	besought
bring	brought	brought
buy	bought	bought
catch	caught	caught
creep	crept	crept
deal	dealt	dealt
dream	dreamt, dreamed	dreamt, dreamed
feel	felt	felt
flee	fled	fled
hear	heard	heard
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
leave	left	left
make	made	made
mean	meant	meant
say	said	said
seek	sought	sought
sell	sold	sold
shoe	shod	shod
sleep	slept	slept
sweep	swept	swept
teach	taught	taught
tell	told	told
think	thought	thought
weep	wept	wept
work	wrought, worked	wrought, worked

165. (2) *Past Indefinite formed by a change in the root and no suffix.*

<i>Pres. Indef.</i>	<i>Past Indef.</i>	<i>Part.</i>
abide	abode	abode
bear (give birth)	bare, bore	born
bear (carry)	bore	borne
begin	began	begun
bend	bent	bent
bid	bade	bidden, bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken, broke
breed	bred	bred
build	built	built
chide	chid	chidden, chid
choose	chose	chosen
cleave	clove	cloven, cleft
clothe	clad, clothed	clad, clothed
come	came	come
crow	crew, crowed	crowed
dig	dug	dug
draw	drew	drawn
drink	drank	drunk, drunken
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fling	flung	flung
fly	flew	flown
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
gild	gilt, gilded	gilt, gilded
gird	girt, girded	girt, girded
give	gave	given
grind	ground	ground

<i>Pres. Indef.</i>	<i>Past Indef.</i>	<i>Part.</i>
grow	grew	grown
hang	hung	hung
heave	hove, heaved	heaved
hide	hid	hidden
hold	held	held
know	knew	known
lead	led	led
lend	lent	lent
lie	lay	lain
light	lit, lighted	lit, lighted
meet	met	met
read	read	read
rend	rent	rent
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
send	sent	sent
shake	shook	shaken
shear	shore, sheared	shorn, sheared
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
shrive	shrove, shrived	shriven
sing	sang	sung
sink	sank	sunk, sunken
sit	sat	sat
slay	slew	slain
slide	slid	slidden
sling	slung	slung
slink	slank, slunk	slunk
smite	smote	smitten
speak	spoke, spake	spoken
speed	sped	sped
spend	spent	spent
spin	span, spun	spun
spit	spat	spit
sprung	sprang	sprung
stand	stood	stood
stave	stove	stove
steal	stole	stolen

<i>Pres. Indef.</i>	<i>Past Indef.</i>	<i>Part.</i>
stick	stuck	stuck
sting	stang, stung	stung
stink	stank, stunk	stunk
stride	strode	stridden
strike	struck	stricken, struck
string	strung	strung
strive	strove	striven
swear	sware, swore	sworn
swim	swam, swum	swum
swing	swung	swung
take	took	taken
tear	tare, tore	torn
thrive	throve	thriven
throw	threw	thrown
tread	trod	trodden
wake	woke	waked
wear	wore	worn
weave	wove	woven
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

166. (3) *Past Indefinite, with root unchanged and no suffix.*

<i>Pres. Indef.</i>	<i>Past Indef.</i>	<i>Part.</i>
beat	beat	beat, beaten
bet	bet, betted	bet, betted
bid (offer)	bid	bid
burst	burst	burst
cast	cast	cast
cost	cost	cost
cut	cut	cut
durst	durst	—
hit	hit	hit
hurt	hurt	hurt
knit	knit, knitted	knit, knitted
let	let	let

<i>Pres. Indef.</i>	<i>Past Indef.</i>	<i>Part.</i>
put	put	put
rid	rid	rid
set	set	set
shed	shed	shed
shred	shred	shred
shut	shut	shut
slit	slit	slit
split	split	split
spread	spread	spread
thrust	thrust	thrust

ADVERB.

167. *Adverbs* are words used to modify verbs, adjectives, and other adverbs: 'He spoke *cheerfully*,' 'A *very* pretty flower,' 'A *highly* valued friend,' 'More carefully written.'

They are called Adverbs from being frequently found in connexion with *verbs*.

168. They are sometimes classed, according to their meaning, as Adverbs of *Manner*, *Time*, *Place*, *Number*, *Degree*, and *Cause*.

169. Any combination of words describing the manner, time, place, extent, or cause of an action is a Compound Adverb or *Adverbial*: 'He came *in the morning*,' 'He lived *near the old castle*,' 'He wrote *in great haste*,' 'He writes *whenever he can*.'

170. Adverbs are most commonly formed by the suffix *-ly*: *sad-ly*, *sullen-ly*, *instant-ly*.

If a word ends in *y* preceded by a consonant, the *y* is changed into *i* when the suffix *-ly* is added: *holy, holi-ly; weary, wearily*.

If the word ends in *-le*, a contraction takes place: *noble, (noble-ly) nobly; gentle, (gentle-ly) gently*.

171. Many Adverbs admit of degrees of increase and diminution: *soon, sooner, soonest*.

The rules already given for forming the Comparative and Superlative of Adjectives (§§ 66—74) apply equally to Adverbs.

172. Adverbs formed from the Demonstrative and Relative Pronouns are often called *Pro-nominal Adverbs*.

Demonstrative.

There, thither, thence, then, thus.
Here, hither, hence, so.

Relative.

Where, whither, whence, when, how, why.

173. Adverbs formed from the Relative Pronoun serve to connect the Relative clause with the Antecedent clause. They may be called *Relative Adverbs*: 'He saw the village *where* the poet was born.'

174. When these Adverbs are employed to

ask a question, they are called *Interrogative Adverbs*.

Mother, oh *where* is that radiant shore ?

When shall we three meet again ?

PREPOSITIONS.

175. *Prepositions* show the relation between nouns and other words in a sentence : 'The flowers *in* the garden droop *from* the heat.' *In* shows the relation between 'flowers' and 'garden' (place); *from* shows the relation between 'droop' and 'heat' (cause).

176. Sometimes a combination of words serves as a Preposition : 'instead of,' 'beware of,' 'for the sake of,' 'apart from,' &c.

177. Prepositions generally stand *before* the nouns with which they are connected, and these nouns are usually said to be in the Accusative or Objective case.

LIST OF PREPOSITIONS.

178.

I. *Simple*.

after	from	nigh	since
at	in	of	till
but	mid	off	to
by	midst	on	through
down	near	out	under
ere	neath	over	up
for	next	round	with

179.

II. *Compound.*

a-baft	a-mong	be-neath	through-out
a-board	a-mongst	be-side	to-ward
a-bout	a-round	be-sides	to-wards
a-bove	a-stride	be-tween	under-neath
a-cross	a-thwart	be-twixt	un-to
a- ^{gainst}	along-side	be-yond	un-til
a-long	be-fore	in-side	up-on
a-mid	be-hind	in-to	with-in
a-midst	be-low	out-side	with-out.

180. In addition to the above, the following words are sometimes considered as Prepositions :

bating	during	notwithstanding	regarding
concerning	except	opposite	respecting
despite	excepting	pending	save.

CONJUNCTIONS.

181. *Conjunctions* are words used to connect statements :

He is gone to the grave, *but* we will not deplore him.

The Conjunction *and*, meaning *in addition to*, sometimes connects *words*: 'Two *and* two make four.'

182. The statements connected by a Conjunction

tion may be independent assertions, each of which is an actual fact :

Such honours Ilion to her hero paid,
And peaceful slept the mighty Hector's shade.

Independent statements when thus connected are called Co-ordinate clauses, and the Conjunctions connecting them *Co-ordinant* Conjunctions.

The Co-ordinant Conjunctions are *and, or, nor, but, than; when, where, whence*, when they mean *and then, and there, and thence*.

183. A statement is often made to which some condition or modifying clause is subjoined :

I will call upon you to-morrow
if
it does not rain.

In such sentences the positive statement is called the *Principal* clause, and the possible or dependent statement the *Subordinate* clause.

Conjunctions that connect Subordinate with Principal clauses are called *Subordinant* Conjunctions.

184. Certain combinations of words often serve as Conjunctions: 'as though,' 'as if,' 'provided that,' 'after that,' 'inasmuch as,' 'as far as,' 'as well as,' 'in order that,' &c.

185. Conjunctions are frequently found with

a correlative word, often an adverb, in the primary clause :

both — and —	so — that —
either — or —	so — as —
neither — nor —	whether — or —
as — as —	though — yet — *

INTERJECTIONS.

186. An Interjection is a word or short phrase expressing some feeling of the mind, such as pity, anger, surprise, contempt, but having no grammatical connexion with the sentence in which it occurs: Lo ! hark ! begone ! How strange ! Dear me !

* *As*, *so* and *yet* are adverbs ; *either*, *neither*, *whether*, are pronouns ; and *both* is a numeral. ‘ Both (Cæsar and Napoleon) were ambitious.’

PART II.

SYNTAX.

187. THE explanation of the grammatical arrangement of words in a sentence is called *Syntax*.*

Apposition.

188. When one noun is used to explain another, it is in the same case as the noun it explains, and is said to be in *apposition* to it :

William *the Conqueror*, Peter *the Hermit*.

* Although in modern English the inflexional endings marking gender, number, case, mood, and person have usually disappeared, the grammatical connexion between the words of a sentence still exists, is marked by other expedients, and should be explained.

189. An Infinitive phrase or a clause may be in apposition to a noun :

Oh let us still the secret *joy* partake,
To follow virtue e'en for virtue's sake.

In the serene expression of her face he read the
divine *beatitude*, *Blessed are the pure in heart.*

Ellipsis.

190. Words necessary to complete the grammatical structure of a sentence are sometimes omitted. This omission is termed *Ellipsis* :

Wellington was buried in St. Paul's (Cathedral).

I was yesterday to dine at the Duchess of Piccadilly's
(house).

NOUN.

Nominative or Subject.

191. The *Subject* of a verb, *i.e.* the source of the action, is in the *Nominative* case :

The *way* was long, the *wind* was cold,
The *minstrel* was infirm and old.

192. The Subject is frequently an *Infinitive*, an *Infinitive phrase*, or a *clause*, which is then called a *Subjective clause* :

To err is human ; to forgive, divine.

To spend a holiday in the country is pleasant.

Whatever is, is right.

193. When the Subject Infinitive stands after the verb, it is represented by the pronoun *it* in apposition to the Subject :

It is human—to err.

It is pleasant—to spend a holiday in the country.

194. When a clause is the Subject of a verb, it is usually preceded by the pronoun *that* in apposition to the clause :

That [I cannot] is false ; that [I dare not] falser.

Accusative or Object.

195. The *Object* of a transitive verb is in the *Accusative* or *Objective* case :

God made the *country* and man made the *town*.

196. The *Object* is frequently an *Infinitive*, an *Infinitive phrase*, or a *clause*, which is then called an *Objective clause* :

He learned *to shoot, to ride, and to swim*.

I love *to lose myself in a mystery*.

I heard *you had left Florence*.

197. The Objective clause is often preceded by the pronoun *that* in opposition to the clause :

I heard *that* [you had left Florence].

198. An Intransitive verb may have an Object of the same nature as the verb. This Object is called a *Cognate Accusative* :

It *lives* another *life*, it *breathes* new *breath*.

199. In English all prepositions are said to govern nouns in the *Accusative* case :

I went to *Rome*, I came from *Paris*, I remained at *Berlin*.

200. Duration of time and extent of space are expressed by the *Accusative* :

He remained four *days*.

He travelled four *miles*.

201. Verbs signifying *making*, *appointing*, *creating*, may have two Objects ; one representing the *person*, the other the *office*. The latter is called a *Factitive Accusative* :

Nature had made *Mr. Churchill* a *poet*, but destiny had made *him* a *schoolmaster*.

202. The verb *teach* may have two Objects ; one the *person*, the other the *thing taught* :

Teach *me* Thy statutes.

The Persians taught their *children* [to ride, to shoot,
and to speak the truth].

Genitive or Possessive.

203. A noun dependent on another noun is in the *Genitive* case. It is usually called a *Dependent Genitive* :

The *sun's* rays. *Banquo's* ghost. *Pride's* purge.

Sometimes the preposition *of* is used instead of the suffix *s* :

The rays *of the sun*. The ghost *of Banquo*.

204. The whole from which a part is taken is in the *Genitive* case, and is called a *Partitive Genitive* :

The bravest *of the soldiers* fell.

Three *of the mice* escaped.

205. The *Genitive* is often employed like an adjective to express some quality of a noun. This is called a *Genitive of Quality* :

A frame *of adamant*, a soul *of fire*.

A crocodile *of immense size*.

Dative.

206. The Dative is usually found with verbs denoting *giving, promising, owing, telling, and showing* :

Give *me* the daggers. Show *him* the way.

207. These verbs generally have *two* Objects, the Accusative of the *thing* and the Dative of the *person*. The former is called the *Direct* Object, and the latter the *Indirect* Object :

He promised *them* (*indirect*) their *lives* (*direct*).

208. A noun, or pronoun, and a participle are often employed in the Dative case to mark the *time when* an action is performed. This is called the *Dative Absolute* or *Detached Dative* :

This said, they both betook them several ways.

The door being opened, the child addressed him as grandfather.

The service past, around the pious man
With ready zeal each honest rustic ran.

209. The adjectives *like* and *unlike* govern a noun in the Dative case :

Like some tall *rock* with lichens grey.

ADJECTIVE.

210. An Adjective is of the same *gender*, *number*, and *case* as the noun it describes :

Let not ambition mock *their useful* toil.

Their and *useful* are singular, neuter, and accusative, agreeing with 'toil'

Three fishers went sailing.

Three is masculine, plural, and nominative, agreeing with 'fishers.'

211. An Adjective often describes an infinitive, an infinitive phrase, or a clause. Each of these is *neuter* and *singular* :

To err is *human* ; to forgive *divine*.

Human and *divine* are neuter, singular, and nominative, agreeing with 'to err' and 'to forgive.'

Whatever is, is *right*.

Right is neuter, singular, nominative, agreeing with 'whatever is.'

212. Participles, if formed from transitive verbs, may have an object :

Respecting *ourselves*, we shall be respected by the world.

He stood irresolute, fearing to *intrude*.

PRONOUN.

213. All Pronouns, with the exception of those employed as adjectives, are of the same *gender*, *number*, and *person* as the nouns they represent.

When employed as adjectives, they are of the same *gender*, *number*, and *case* as the nouns they describe.

214. The antecedent, or noun represented by the Relative, is sometimes omitted when clearly understood from the sense of the passage:

Who steals my purse steals trash.

i.e. The man who —, he who —.

VERB.

215. A Verb is of the same *number* and *person* as its subject:

<i>Singular.</i>		<i>Plural.</i>
1. I speak.		1. We speak.
2. Thou speakest.		2. You speak.
3. He speaks.		3. They speak.

216. A subjective infinitive, infinitive phrase,

or clause is of the *third* person, *singular* number :

To err *is* human.

[To relieve the wretched] *was* his pride.

[Whatever he sees] *annoys* him.

217. Two or more singular Subjects require a *plural* Verb :

[Time and tide] *wait* for no man.

But when two or more Subjects represent a *collective* idea, the Verb is *singular* :

[The mind and spirit] *remains* invincible.

218. A noun of multitude is *plural* :

The *nobility* of Rome *are* his.

A collective noun is *singular* :

The *Church* *maintains* its rights.

219. When two or more singular Subjects are connected by *or* or *nor*, the Verb is *singular* :

When no false lustre, wealth, or power *appears*.

Nor eye nor listening ear an object *finds*.

PART III.

ANALYSIS.

220. To break up a sentence into its elementary [parts, and to explain the relation in which those parts stand to one another, is called *Analysis*. It is a Greek word, meaning 'breaking up.'

Sentence.

221. A *Sentence* is a statement of a fact, with or without subordinate clauses :

All night the booming minute-gun
Had pealed along the deep.

Seldom he smiles, and smiles in such a sort
As if he mocked himself, and scorned his spirit
That could be moved to smile at anything.

222. A sentence may be *affirmative*, *negative*, *interrogative*, *imperative*, or *exclamatory* :

Affirmative,
Negative,

You are writing.
You are not writing.

<i>Interrogative,</i>	Are you writing ?
<i>Imperative,</i>	Write to me.
<i>Exclamatory,</i>	How badly you write !

Clause.

223. When a sentence consists of two or more connected statements, each statement is termed a *Clause* :

When [Britain first at Heaven's command
Arose from out the azure main,]
[This was the charter of the land,]
And [guardian angels sung this strain :]
[Rule, Britannia,] [rule the waves :]
[Britons never will be slaves.]

Noun Clause.

224. A clause is frequently employed as a *Noun*, and in that case is always either the Subject or the Object of a verb :

What he said has escaped my memory, but I know *he was present at the meeting*.

What he said is the subject of 'has escaped,' and *he was present at the meeting* is the object of 'know.'

Adjective Clause.

225. A Relative clause usually describes its

antecedent, and thus performs the part of an *adjective*.

He *that hides a dark soul and foul thought*
Benighted walks under the mid-day sun.

The Relative clause here describes the antecedent *he*, and represents an *adjective*.

Adverbial Clause.

226. A clause is often employed as an *Adverb*, to indicate *time, manner, place, &c.* :

The stag at eve had drunk his fill
When danced the moon on Monan's rill (time).

Subordinate Clause.

227. These *Noun, Adjective, and Adverbial* clauses are called *Subordinates*, and the main statement with which they are connected is called the *Principal* clause :

What he said (Noun) will be confirmed *when the trial takes place* (Adverbial) by the witnesses *who heard him* (Adjective).

He reads (Princ.) *that he may learn* (Adverbial of purpose).

Simple Sentence.

228. When a sentence consists of a single clause, it is a *Simple Sentence* :

The lowing herd winds slowly o'er the lea.

Complex Sentence.

229. When a sentence consists of *one* Principal clause and one or more Subordinate clauses, it is a *Complex Sentence* :

He pushed on his horse (Prin. c.)

that
he might be a spectator of the scene (Sub. c.).

The last sad hour of Freedom's dream

And valour's task moved slowly by,

While [mute they watched] *till* [morning's beam
Should rise] *and* [give them light to die].

Compound Sentence.

230. When a sentence consists of *more than one* Principal clause, with or without subordinate clauses, it is a *Compound Sentence* :

He was a Lord in Parliament, *and* for many a year
he never attended in his place ; he was a bishop,
and he scarcely knew any part of his diocese by
sight ; he was a professor of divinity, *and* for
thirty years he never read a lecture *or* performed a
public exercise.

There the grown serpent lies ; the worm (that's fled)
Hath nature (that in time will venom breed).

Co-ordinates.

231. Two or more Principal clauses, and Subordinates when dependent upon the same clause,

are said to be *Co-ordinates*, i.e. placed in the same rank or considered to be of the same value:

[Pride is quelled] *and* [Love is free] (Prin. c.).

No kind influence deign they shower
On Teviot's tide and Branksome's tower
till

[Pride be quelled] *and* [Love be free] (Sub. c.).

Connectives.

232. Any word, or combination of words, employed to connect clauses, is called a *Connective*:

Strike, *as* thou didst at Cæsar; *for* I know,
When thou didst hate him worst, thou lovedst him better
Than ever thou lovedst Cassius.

As, for, when, than, are connectives.

233. Co-ordinate clauses are frequently found without a connective:

Familiar sounds and cries come by degrees into the
street below; the servants in the house were
roused and busy; faces looked in at the door, *and*
voices asked his attendants *how* he was.

234. Even Subordinates are sometimes found without a connective:

[Could Nature's bounty satisfy the breast,]
The sons of Italy were surely blest.

Phrase.

235. Any combination of words *not forming a sentence*, i.e. not stating a fact, is called a *Phrase*: 'in the morning,' 'near the outskirts of the city,' 'fishing in troubled waters,' &c.

To see ten thousand baneful arts combined
To pamper luxury and thin mankind.

236. A Phrase may represent a *noun*, an *adjective*, or an *adverb*:

Noun. *To choose time is to save time.*

Adjective. *A gem of purest ray serene.*

Adverb. *I come o'er the mountains (place) with
 light and song (manner).*

Attribute.

237. Any word, or combination of words, describing a noun, is called an *Attribute*:

Star of the East, the horizon adorning,
Guide where our infant Redeemer is laid!

Those who think must govern *those who toil.*

Infant is a simple Attribute; *of the East* and *the horizon adorning* are Attributive phrases; *who think* and *who toil* are Attributive clauses.

Adverbial.

238. Any word, or combination of words, representing an adverb, is called an *Adverbial*:

*Where the bee sucks, there lurk I ;
In a cowslip's bell I lie ;
There I couch when owls do cry.
On the bat's back I do fly
After summer merrily.*

There and *merrily* are simple Adverbials, *where the bee sucks* and *when owls do cry* are Adverbial clauses; *in a cowslip's bell*, *on the bat's back*, and *after summer* are Adverbial phrases.

THE SUBJECT.

239. Every clause consists of two parts, the *Subject* and the *Predicate*.

The Subject is *what we are speaking about*, and the Predicate is *what we say of the subject*.

' Winter is come : '

Winter — *subject*.
is come — *predicate*.

240. When the verb is in the present imperative, the Subject, which is always the second personal pronoun, is usually omitted: *come, go, speak*.

241. The Subject must be a *noun or its equivalent*:

<i>Noun.</i>	<i>Winter came.</i>
<i>Pronoun.</i>	<i>He came.</i>
<i>Gerund.</i>	<i>Fishing delights him.</i>
<i>Infinitive.</i>	<i>To die is gain.</i>
<i>Infinitive Phrase.</i>	<i>To relieve the wretched was his pride.</i>
<i>Clause.</i>	<i>Whatever it touched, died.</i>

Enlargement of the Subject-noun.

242. The Subject-noun may be qualified by

- (1) *An Adjective.* *The bright fire burns.*
- (2) *An Adjectival Phrase.* *The fire burning brightly
 on the hearth is cheerful.*
- (3) *A Dependent Genitive.* *The sun's rays are pleasant.*
- (4) *A Genitive of Quality.* *Men of science came.*
- (5) *A Noun in Apposition.* *Peter the Hermit preached.*
- (6) *A Phrase in Apposition.* *The order to spare the town
 was disregarded.*
- (7) *A Clause in Apposition.* *The divine precept Love
 your enemies was for-
 gotten.*
- (8) *An Adverb.* *Rising early is healthy.*
- (9) *An Adverbial Phrase.* *The fire in my study is out.*
- (10) *A Relative Clause.* *Those who think must
 govern those who toil.*

When the Subject-noun is qualified by one or more of the above, it is said to be *enlarged*.

THE PREDICATE.

243. The Predicate must be a *verb*, with or without qualifying words, phrases, or clauses :

Birds *fly*, fire *burns*, spring *returns*.

We *heard the children playing in the garden*.

THE OBJECT.

244. When the Predicate-verb is transitive, it requires an *Object* :

Romulus killed *Remus*.

245. The Object must be a *noun* or its *equivalent*.

<i>Noun.</i>	He learns <i>Greek</i> .
<i>Pronoun.</i>	I see <i>them</i> .
<i>Gerund.</i>	He likes <i>fishing</i> .
<i>Infinitive.</i>	He likes <i>to fish</i> .
<i>Infinitive Phrase.</i>	He wished <i>to obey the laws</i> .
<i>Clause.</i>	I heard <i>you were at Paris</i> .

Enlargement of the Object.

246. The Object may be enlarged in the same way as the Subject-noun (§ 242) :

<i>Adjective.</i>	He saw <i>the bright</i> fire.
<i>Adjectival Phrase.</i>	He saw the fire <i>burning brightly on the hearth.</i>
<i>Dependent Genitive.</i>	He felt the <i>sun's</i> rays.
<i>Genitive of Quality.</i>	Alfred admired men <i>of genius.</i>
<i>Noun in Apposition.</i>	He invited Peter <i>the Hermit.</i>
<i>Phrase in Apposition.</i>	They disregard the order <i>to spare the town.</i>
<i>Clause in Apposition.</i>	He read the inscription— <i>Fear God and honour the king.</i>
<i>Adverb.</i>	He prefers rising <i>early.</i>
<i>Adverbial Phrase.</i>	He avoided fishing <i>in troubled waters.</i>
<i>Relative Clause.</i>	Those who think must govern those <i>who toil.</i>

Adverbial.

247. The Predicate-verb may be modified by an *Adverbial* (§ 238):

<i>Adverb.</i>	The sun set <i>slowly.</i>
<i>Adverbial Phrase.</i>	The sun set <i>behind the hills.</i>
<i>Adverbial Clause.</i>	The sun set <i>as the vessel entered the harbour.</i>

Each or all of these may modify the same verb:

The sun set slowly behind the hills as the vessel entered the harbour.

The Complement.

248. Many intransitive and passive verbs require some additional word or words to express a complete statement. Thus the words, 'Your children shall be,' make no complete statement; 'Your children shall be *kings*,' is an intelligible assertion.

The words required to complete a statement are called the *Complement*.

249. The Complement may be—

I. *Noun*, with or without enlargement.

<i>Noun.</i>	Your children shall be <i>kings</i> .
<i>Pronoun.</i>	These are <i>they</i> .
<i>Gerund.</i>	This is <i>vegetating</i> , not <i>living</i> .
<i>Infinitive.</i>	He was told to <i>watch</i> .
<i>Infinitive Phrase.</i>	They were directed to <i>pitch their tents in the valley</i> .
<i>Clause.</i>	I was informed <i>the house was sold</i> .

II. *Adjective or Attribute.*

<i>Adjective.</i>	The wind was <i>cold</i> .
<i>Adjectival Phrase.</i>	Her face was <i>radiant with happiness</i> .
<i>Dependent Genitive.</i>	The words are <i>Shakspeare's</i> .
<i>Genitive of Quality.</i>	The ring is <i>of gold</i> .

III. *Adverbial.*

<i>Adverb.</i>	The ice was <i>here</i> , the ice was <i>there</i> .
<i>Adverbial Phrase.</i>	The ice was <i>all around</i> .
<i>Adverbial Clause.</i>	The book is <i>where you left it</i> .

250. When a verb which in the active form has two Objects (§§ 201, 202, 207) is expressed

in the passive form, one of the Objects becomes the subject of the passive verb, and the other remains unchanged :

I taught *him Greek* (Act.).
 He was taught *Greek* (Pass.).
 I taught *him to swim* (Act.).
 He was taught *to swim* (Pass.).
 They promised *him an appointment* (Act.).
 He was promised *an appointment* (Pass.).

These forsaken Objects may be considered as *Complements* to the passive verb.

TABULAR FORMS.

Simple Sentence.

251. To separate and classify the elements of a clause is called *Verbal Analysis* :

Coming events cast their shadows before.

<i>Coming</i>	Attribute to <i>events</i> .
<i>events</i>	Subject-noun.
<i>cast</i>	Predicate-verb.
<i>their</i>	Attribute to <i>shadows</i> .
<i>shadows</i>	Object.
<i>before</i>	Adverbial of <i>place</i> .

252. Sometimes a Tabular Form is adopted :

- (1) Coming events cast their shadows before.
- (2) The baffled panther suddenly abandoned his prize.
- (3) Solomon in all his glory was not arrayed like one of these.
- (4) Now is the winter of our discontent
 Made glorious summer by this sun of York.

SUBJECT.		PREDICATE.			
<i>Enlargement.</i>	<i>Subject-noun.</i>	<i>Predicate-verb.</i>	<i>Object.</i>	<i>Adverbial.</i>	<i>Complement.</i>
1. Coming	events	cast	their shadows	before.	
2. (1) The (2) baffled	panther	abandoned	his prize	sullenly.	
3. in all his glory	Solomon	was arrayed	{	{ (1) not (2) like one	
4. (1) the, (2) of our	{ winter	is made	{	{ (1) now (2) by this	
discontent	}			sun of York	} glorious summer

Complex Sentence.

253. Complex and Compound Sentences are usually analysed in *clauses*, and, if desired, the Verbal Analysis of each clause may be given separately.

The following notation* may be used to show the relation in which each clause stands to the rest of the sentence :—

1. <i>Capital</i> letters	=	Principal clauses	$A, B, C.$
2. <i>Small</i> letters	=	Subordinate clauses	$a, b, c.$
3. <i>Indices</i>	=	Degrees of subordination	$a^1, a^2, a^3.$
4. <i>Co-efficients</i>	=	Co-ordinate clauses	$1 a, 2 a, 3 a.$

Examples.

(1)

Ill blows the wind that profits nobody.

A		Ill blows the wind (<i>Principal clause</i>)
		that (<i>connective</i>)
a		profits nobody (<i>Subordinate to A</i>).

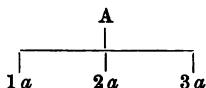
A
|
 a

(2)

Hesperus, that led
The starry host, rode brightest, till the moon
Rising in clouded majesty, at length
Apparent Queen, unveiled her peerless light,
And o'er the dark her silver mantle threw.

* This notation is taken from Mr. Dalgleish's excellent little treatise on Grammatical Analysis.

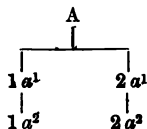
<i>A</i>	Hesperus rode brightest (<i>Principal clause</i>) that (<i>connective</i>)
<i>1 a</i>	led the starry host (<i>Subordinate to A, Co-ord. with 2 a, 3 a</i>) till (<i>connective</i>) the moon
<i>2 a</i>	Rising in clouded majesty, at length Apparent Queen, unveiled her peerless light, (<i>Subordinate to A, Co-ord. with 1 a, 3 a</i>) and (<i>connective</i>)
<i>3 a</i>	o'er the dark her silver mantle threw. (<i>Subordinate to A, Co-ord. with 1 a, 2 a</i>).



(3)

When I said I should die a bachelor, I did not think I should live till I were married.

<i>A</i>	I did not think (<i>Principal clause</i>)
<i>1 a¹</i>	I should live (<i>Subordinate to A, Co-ord. with 2 a¹</i>) till (<i>connective</i>)
<i>1 a²</i>	I were married (<i>Subordinate to 1 a¹</i>), when (<i>connective</i>)
<i>2 a¹</i>	I said (<i>Subordinate to A, Co-ord. with 1 a¹</i>)
<i>2 a²</i>	I should die a bachelor (<i>Subordinate to 2 a¹</i>).



254. In the analysis of Complex and Compound Sentences, it is necessary to mark the *nature* and *use* of each clause :

(1)

<i>A</i>		Ill blows the wind (<i>Principal clause</i>)
		that (<i>connective</i>)
<i>a</i>		profits nobody (<i>Adjectival clause, attribute to 'wind'.</i>)

(2)

<i>A</i>		I did not think (<i>Principal clause</i>)
<i>1 a</i>		I should live (<i>Noun clause, Object of 'think'</i>)
		till (<i>connective</i>)
<i>1 a²</i>		I were married (<i>Adverbial of time, modifying 'live',</i>
		when (<i>connective</i>)
<i>2 a¹</i>		I said (<i>Adverbial of time, modifying 'think'</i>)
<i>2 a²</i>		I should die a bachelor (<i>Noun clause, Object of 'said'.</i>)

Compound Sentence.

255.

(1)

Watch by the sick ; enrich the poor
 With blessings from Thy boundless store ;
 Be every mourner's sleep to-night,
 Like infants' slumbers, pure and light.

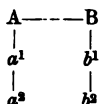
<i>A</i>	Watch by the sick ; (<i>Principal clause, Co-ord. with B C</i>)
<i>B</i>	enrich the poor With blessings from Thy boundless store ; (<i>Principal clause, Co-ord. with A C</i>)
<i>C</i>	Be every mourner's sleep to-night, Like infants' slumbers, pure and light (<i>Principal clause, Co-ord. with A B</i>).

A — B — C.

(2)

Then all averred I had killed the bird
That brought the fog and mist ;
'Twas right, said they, such birds to slay,
That bring the fog and mist.

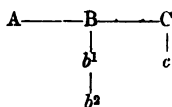
<i>A</i>	Then all averred (<i>Principal clause, Co-ord. with B</i>)
<i>a</i> ¹	I had killed the bird (<i>Noun clause, Object of 'averred'</i>) that (<i>connective</i>)
<i>a</i> ²	brought the fog and mist ; (<i>Adjectival clause, attributive of 'bird'</i>)
<i>B</i>	said they (<i>Principal clause, Co-ord. with A</i>)
<i>b</i> ¹	'twas right such birds to slay (<i>Noun clause, Object of 'said'</i>) that (<i>connective</i>)
<i>b</i> ²	bring the fog and mist (<i>Adjectival clause, attributive of 'birds'</i>).

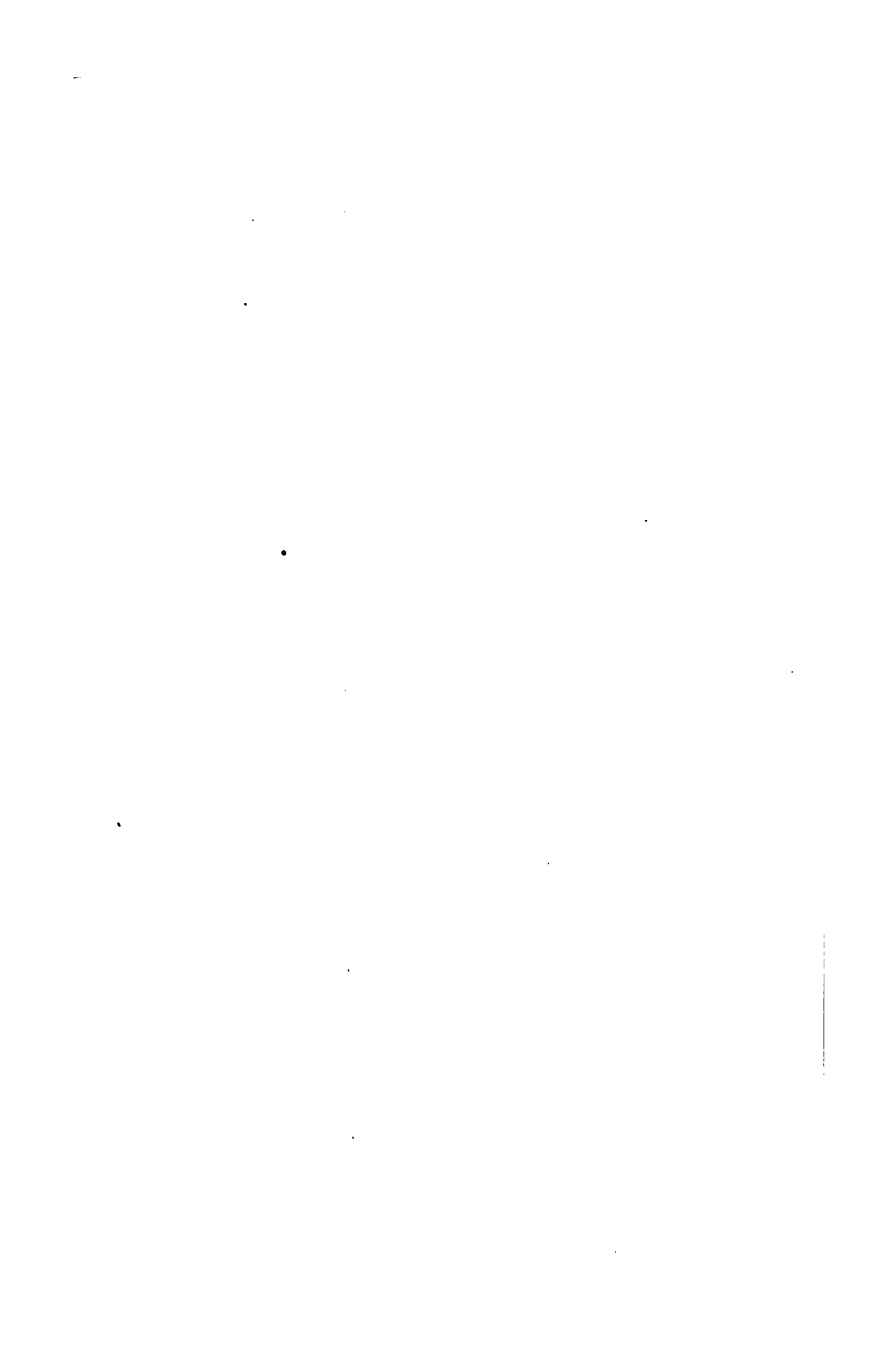


(3)

He would sit for hours together with Nell's small hand in his, playing with the fingers and stopping sometimes to smooth her hair or kiss her brow ; and, when he saw that tears were glistening in her eyes, would look amazed about him for the cause, and forget his wonder even while he looked.

<i>A</i>	He would sit for hours together with Nell's small hand in his, playing with the fingers, and stopping sometimes to smooth her hair or kiss her brow, (<i>Principal clause, Co-ord. with B C</i>) and (<i>connective</i>)
<i>B</i>	(he) would look amazed about him for the cause (<i>Principal clause, Co-ord. with A C</i>) when (<i>connective</i>)
<i>b</i> ¹	he saw (<i>Adverbial of time, modifying 'look'</i>) that (<i>connective</i>)
<i>b</i> ²	tears were glistening in her eyes, (<i>Noun clause, Object of 'saw'</i>) and (<i>connective</i>)
<i>C</i>	(he would) forget his wonder (<i>Principal clause, Co-ord. with A B</i>) even while (<i>connective</i>)
<i>c</i>	he looked (<i>Adverbial of time, modifying 'forget'</i>).





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